

The Effectiveness of Group Counselling with Self Talk Technique and Combination of Self Talk and Reframing Technique to Reduce Aggressivity

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Abstract

This study aims to examine the effectiveness of group counseling with self-talk and combination of self talk & reframing techniques to reduce aggressiveness in students of SMP Muhammadiyah 6 Semarang. The research method used was experiment with randomized pretest-posttest comparison group design involving 14 subjects selected purposively from the total population of 117 students. The main instrument used is the Agression Questionnaire with the number of 29 items valid ($r_{xy} = 0.303 - 0.687$) and reliability of 0.870. The treatment was given for 5 sessions for self talk and 5 sessions for self talk & reframing combination with 2x40 minute duration. Data analysis using wilcoxon and wallist cruciate test. The results showed the technique of reframing and self-talk effective to reduce aggressiveness of students of SMP Muhammadiyah 6 Semarang. Judging from the difference in effectiveness levels, self talk and self talk & reframing techniques show the same level of effectiveness. This study provides clarification of handling aggressiveness problem with self talk technique and combination of self talk & reframing technique.

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INTRODUCTION

Aggressiveness can happen anywhere, both home and school. Aggressiveness in school environments, students who often behave aggressively can be caused because students are triggered by small things, such as not getting what he wants. Rumana (2016) defines aggressiveness as an act that causes the suffering of others, either through oral or physical. Delut (in Dayakisni & Hudaniah, 2009); Steinberg (in Ifdil, 2011); Hurlock, (2012). States that a teenager needs the support, guidance, and direction of parents in undergoing their developmental stage. The behavior of mockery, quarreling, evil, is considered a fair deed, but the behavior is a form of aggression behavior.

Some research related shows that aggressiveness is mostly done by students. The degree of aggression higher in adolescents associated with lower academic achievement (Joshi & Rizwan, 2015). Ozkan & Cifci which states that children who commit violence or aggression are children who have low self-understanding, low perspective-taking skills, empathy in others who are not developing. Based on field study conducted at SMP Muhammadiyah 6 Semarang through psychological scale about level of aggressiveness, found that there are 10.76% learners experiencing aggressiveness with low level, 75.92% learners experience aggressiveness with moderate level, and 13.32% students experience aggressiveness with a high level. The behaviors that arise in the learner who engage in aggressiveness are mocking, quarreling, bullying, physically assaulting (hitting destructive, pushing), attacking with words, criticizing others, invading other areas, threatening others, commanding, obey orders, shout or speak loudly inappropriate.

The above description shows that the need for treatment for learners who have aggressive behavior. This aggressiveness can have a disastrous effect on the victim such as anger after being victimized by aggressive behavior, the inability to trust others, the imposition of thoughts on aggressive actions, and the loss of confidence that the world can be in a fair order.

Based on that, the aggressiveness behavior can be given counseling treatment with cognitive behavior therapy (CBT) approach to improve distorted thinking. In particular the technique used is reframing and self talk. Both of these techniques are techniques inherent in the CBT counseling approach.

Bahri, et al. (2016) explains that a reframing strategy can change the conceptual or emotional point of view of a situation and change its meaning by putting it in another contextual framework that also matches the facts of the original situation. The reframing strategy is based on the assumption that it can be given to children with irrational thoughts and defective cognition resulting in self-defeating behavior (intentional behavior that has a negative effect on oneself), Efford, (2016). Students with high aggressiveness have a wrong perspective in view of an existing event (Efford, 2016 & Rozenhal, 2015). Nursalim (in Suranata, et al. 2014) adds reframing techniques sometimes called reemployment, an approach that changes or rearranges client perceptions or views of problems or behavior.

Self talk technique is the second intervention given to clients who experience aggressiveness. Self talk is a cognitive strategy that shows the activity of mental processes to change or influence the existing mindset.

Negative situations experienced by students with high aggressiveness seek to be minimized by group situations that present positive situations (Selk, 2009 & Eford, 2016). The self talk technique is a positive talk that someone does with himself for days where the person repeats statements that are considered useful and supportive to perform a particular act or avoid a certain behavior.

The implementation of self talk talk group counseling and a combination of self talk & reframing techniques lead learners to improve the thoughts of distortion that lead to the emergence of aggressive behavior. For that to be expected by using self talk and combination of self talk & reframing technique in counseling atmosphere of group of learners can be helped to reduce aggressiveness.

METHODS

This study used randomized pretest-posttest group design (pre and post treatment) involving two groups, the first experimental group to be counseled by the self talk technique (5 sessions) and the second experimental group who were counseled by a combination of self talk & reframing technique (5 meetings). Students involved in the pretest there are 117 students from class VIII SMP Muhammadiyah 6 Semarang. The use of purposive sampling technique is used to select the students who have high aggressiveness, so that got 14 people then done random assignment for placement of subject in each group with each group consist of 7 people. This is applied so that both groups have equal equality.

The flow of this research can be seen in (Figure 1).

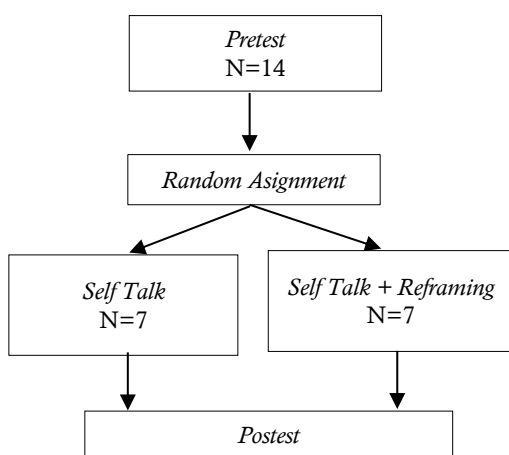


Figure 1. Stage Research

Data collection techniques used are psychological scale Agresion Questionnaire adoption from Buss & Perry (1992) consisting of 29 items. The scale consists of 4 indicators of physical aggressiveness, verbal aggressiveness, anger and hostility.

In the measuring instrument, researchers do equivalence (equivalence) by doing backtranslate process, expert validation, and test the instrument. The instrument test results state all valid items ($r_{xy} = 0.303 - 0.687$) with alpha keophisien of 0.870. The data obtained were then

analyzed using wilcoxon test, wallist cruciate test and gain test.

RESULTS AND DISCUSSION

Of the total study population of 117 students, researchers took the subject of the study by purposive random sampling by providing psychological scale aggression Questionnaire. Psychological scale is aimed to know the condition of early aggressiveness of students in SMP Muhammadiyah 6 Semarang.

The research data showed that 9.40% of all students who were study samples had aggressiveness in the low category, 73.50% had moderate aggressiveness, and 17.10% had aggressiveness in the high category.

Table 1. Category of Aggressiveness of Students of SMP Muhammadiyah 6

Score range	Category	Frequency	Percentage (%)
< 62.32	Low	11	9.40
62.32 – < 94.02	Low	86	73.50
> 94.02	High	20	17.10
Total		117	100

The categories with high aggressiveness were divided into 2 groups each group receiving treatment counseling services group self Talk technique (ST), and a combination of self talk & reframing (ST + R). Then, after the self-talk service group counseling services, as well as a combination of self talk & reframing techniques research subjects were given posttest to determine the level of aggressiveness change.

Conditions of aggressiveness of learners after getting the self-talk group counseling intervention as well as the combination of self talk & reframing techniques showed a decrease in the score of aggressiveness. The change in scores is seen based on an indicator of aggressive behavior that is reflected in the psychological scale of Agresion Questionnaire.

Then, hypothesis testing using wilcoxon test to test the effectiveness of each technique. The result of wilcoxon test analysis showed that self talk group during pretest implementation ($M = 24.02$, $SD = 6.85$) was higher than at posttest ($M = 22.31$, $SD = 7.36$; $Z = 2.371$,

$p < 0.05$). Then, the combination group of self talk & reframing techniques at the time of pretest implementation ($M = 24.35$, $SD = 7.22$) was significantly higher than during posttest implementation ($M = 21.58$, $SD = 6.92$; $Z = 2.366$, $p < 0.05$). The conclusion is that self-talk group counseling and self-talk & self-

reframing technique combinations are effective in reducing the aggressiveness of learners. Then see the level of effectiveness of each technique, used Man Whitney Test. The effectiveness of the two techniques ($Z = 2.14$, $p < 0.05$), means that both techniques show the same level of effectiveness.

Table 2. The Results of Effectiveness of Group Counseling with Self Talk Technique, and Combination of Self Talk and Reframing Technique Group

	N	Pretest		Posttest		Z^1	Gain score		Z^2
		M	SD	M	SD		M	SD	
ST	7	24.02	6.85	22.31	7.36	2.371*	6,71	3,04	2.14**
R+ST	7	24.35	7.22	21.58	6.92	2.366*	13,86	7,67	

information:

* $p < 0.05$

** $p > 0.05$

Z_1 = Wilcoxon Test

Z^2 = Man Whitney Test

From the research result, it is known that self talk talk group counseling and self talk & reframing technique combination proved effective in handling aggressiveness of students of SMP Muhammadiyah 6 Semarang. Both techniques provide the same level of effectiveness. However, when viewed from the aspect of aggressiveness indicators, the combination of self talk & reframing techniques proved able to lower 2 indicators of physical aggressiveness and hostility.

Self talk & reframing technique is certainly not independent of Cognitive Behavior Therapy (CBT) approach. CBT as a counseling approach designed to solve client problems by performing cognitive restructuring and behavior that deviates from beliefs held by clients and replaced with better thinking, Beck (1964).

Students who have high aggressiveness have a wrong perspective in view of an existing event. Bahri, et al. (2016) explains that a reframing strategy can change the conceptual or emotional point of view of a situation and change its meaning by putting it in another contextual framework that also matches the facts of the original situation.

Previous research has made it clear that anger is the reason for aggressiveness (Efastri, et al. 2015). Rough or hard behavior in everyday conversation is often said to be aggression. In the

term used most of it contains the consequences or harm to others. According to the behavioristic flow as proposed by Bandura that aggressive behavior is a behavior derived from the result of a false learning process. In addition, other studies conducted by Mastur, et al. (2012) show that an effective cognitive counseling approach to overcome anger problems, problems in children and adolescents, addiction to drugs or alcohol, bad habits, and sexual disorders. Bandura in Alwisol (2006) suggests that: "Aggression is gained through observation, direct experience with positive and negative reinforcements, strange exercises or commandments and beliefs (compare with Freud and his comrades who consider aggression an innate impulse). Extreme aggression becomes psychological dysfunction.

Selk (2009), self talk is a cognitive strategy that shows the activity of mental processes to change or influence the existing mindset. Negative situations experienced by students with high aggressiveness seek to be minimized by group situations that present positive situations. The self talk technique is a positive one-person talk with itself for days in which the person repeats statements that are considered useful and supportive to perform a particular act or avoid a particular behavior (Zulaifi, 2017).

Previous research explains that anger is the cause of aggressiveness in research subjects

originating from Turkey and Tionghoa, as well as on the subject in Indonesia because the research was conducted on students in Indonesian schools.

Based on the negative impacts of aggressiveness, past researchers These aggressive behaviors can have an adverse impact on victims such as anger after being the victim of aggressive behavior, the inability to trust others, the mindfulness of aggressive thoughts, and the loss of the belief that the world can be in a fair order.

This aggressiveness does not entirely have a negative impact, but it can have a positive impact if/ can control it as well as when following a match. Abdilah (2014) states that aggression can arise because of situational factors that can be avoided by increasing tolerance and empathy. Furthermore, fun game is one of the media that can reduce the existence of verbal aggressiveness (Siwinarti, 2012 & Maba, 2017).

The results of this study can be practically applied to learners who have high aggressiveness as an effort to deal with aggressive learners. Self talk technique and self talk & reframing combination technique also hope can be applied independently to learners who have aggressiveness, considering that the technique has self help character which means that the technique can be applied independently without having depend on the teacher guidance and counseling. The use of diverse techniques is also recommended for all indicators of aggressiveness to show a significant decline.

Subsequent research considerations are suggested to plan for follow-up needs in monitoring the impact of interventions on how long the aggressiveness decreases. Further research is suggested to add mediation variable as mediator of aggressiveness.

CONCLUSION

This research was conducted to see the effectiveness of self talk talk group counseling and self talk & reframing combination technique to reduce aggressiveness to students of SMP Muhammadiyah 6 Semarang. The results of the study show that both techniques are effective in

reducing aggressiveness. Both techniques provide a level of effectiveness at the same level.

Then, it is important for counselors to understand the concept of group counseling with self talk & reframing techniques to reduce aggressiveness. The use of diverse techniques is also suggested that other indicators of aggressiveness can show significant changes.

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